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ABSTRACT

At a minimum, tomorrow's forensic educators need formal training that orients the professional to the responsibilities central to forensic education. While a number of opportunities, as well as applications of those opportunities, are available to forensics students, the rooting of forensics in the speech communication discipline is paramount. Evidence points toward limited careers in forensic coaching and poor training for those entering the forensics profession. A defined curriculum for tomorrow's forensic educator highlighted by a capstone experience in a directing forensics course provides one solution to this crisis. Activities in directing the forensics course should offer the opportunity to apply the skills and knowledge necessary to carry out the functions central for forensic administration. Such a course at McNeese State University, Louisiana, is taught in a seminar format, wherein students and the instructor discuss principles, concerns, choices, and perspectives. The shaping of a philosophy of forensic education is the most important goal of the course. While such a curriculum is essential for preparation to teach forensic activities, it does not replace actual experience. Forensics will not survive without qualified, conscientious, well-trained professionals who are capable of training individuals to follow in their footsteps. (Contains 13 references, a syllabus and daily schedule for the course, and a 53-item supplemental reading list.) (RS)

Unifying Research and Teaching: Pedagogy for the Transition from Forensics Competition to Education

Presented at the Annual Meeting of the Speech Communication Association

San Diego, CA

November 23-26, 1996

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Forensics research varies in its focus from practical suggestions for specific events to analyses of forensics programs, and from applications for forensics training in careers to argument and rhetorical analyses of public communication. While a number of issues surround forensics, perhaps the most fundamental is the training for future forensics professionals. Our activity is only as strong as the generations that will lead it in the future. This paper addresses three issues: (1) the important transition from competing to educating, with specific attention paid to the role speech training plays in forensics education, (2) the present crisis in training future forensics professionals, and (3) a discussion of a curriculum for the future forensics educator, with specific attention paid to a course in directing forensics.

Forensics and the Speech Communication Discipline

Two of the greatest strengths of forensics are its diversity and interdisciplinary nature. In Teaching and Directing Forensics, Bartanen defines forensics as a "form of experiential learning designed to improve skills in reasoning, public communication, and aesthetic appreciation" (1994, p. 2). The skills it teaches are most illustrative of the interdisciplinary nature of forensics. When describing forensic activities, Bartanen writes "they provide a unique opportunity for students to learn valuable life skills in an enjoyable, competitive environment" (p. 1). For example, Derryberry (1991) argues that "speakers and interpreters profit from wide exposure to disciplines ranging from history and philosophy to languages, literature, and sociology" (p. 171).

While a number of opportunities, as well as applications of those opportunities, are available to forensics students, the rooting of forensics in the speech communication discipline is paramount. Bartanen (1996) "emphasizes forensics as a method of rhetorical training" (p. 8). Klopf notes that "the forensics program should be coached and directed by trained speech teachers" (1990, p. 5). Steve Hunt, in his response to a 1991 Pi Kappa Delta Professional Developmental Conference panel, notes that "directors of forensics, graduate assistants in forensics, and undergraduate participants in debate

and individual events need a thorough understanding of and practice in rhetoric and public address" (1991, p. 188). Nearly three decades ago Rieke warned of problems when "directors of forensic programs are no necessarily eachers of he speech heories heir forensic ac ivi ies are in ended o reflect" (1968, P. 34). While other disciplines help shape individuals outside the academic arena, speech training is to the forensics educator what business training is to a corporate executive. A career in forensics is best learned through the speech communication discipline.

The Present Crisis in Forensics Education

Bartanen, in her report of results of a national survey sponsored by the Guild of American Forensic Educators, noted the following:

> Sixty-three percent of respondents did not expect to be coaching forensics more than five years from now. That nearly two-thirds of respondents plan to leave the forensic activity by the end of the century is cause for concern. It also warrants attention to questions of program and position status and searches for forensic educators (1996, p. 17).

These results also point to the importance of our present training of forensics educators. A number of authors have examined the issue of professional training for forensics educators. Bartanen (1996) notes that less than half of the respondents to a national survey had "the advantage of graduate coursework in the philosophy and methods of directing forensic programs" (p. 4). Hassencahl (1993) reports that few schools offering doctoral degrees in communication offer courses in directing forensics. Jensen (1993) notes that while a small majority of respondents to a national survey received special training beyond competitive experiences, a feeling that programs do not do a good job of training forensic coaches was also expressed. Gill (1990) argues that, as a result of her survey research, "lack of adequate training will result in a shorter time spent coaching" (p. 186). She adds that a lack of training manifests itself in a number of ways, including increasing already challenging time demands "since the coach may spend a substantial portion of time developing skills and knowledge of the events" (p. 186). With evidence pointing toward limited careers in forensic coaching and poor training for those entering the forensics profession, we can see the tenuous foundation for forensic education. Our activity is only as strong as the training of the professionals that teach it.

Bartanen (1996) addresses yet another factor that contributes to the crisis in forensics education: poorly trained high school forensic educators. He observes that as economic pressures force the cutback or cancellation of college degree and forensics programs, the number of colleges and universities training qualified high school educators decreases. Furthermore, many states allow individuals with little speech training to teach forensics, as well as a variety of other courses and activities. As Bartanen notes, "they are often forced to double as theater or journalism teachers. Or they may feel comfortable teaching public speaking but unqualified to teach debate" (p. 7).

Increased specialization among collegiate forensic programs is another problem that contributes to a crisis in forensic education. More and more, programs must choose from a myriad of competitive alternatives, resulting in an increases likelihood for students to concentrate on selected dimensions of the broader forensic activity. Scarce are the programs whose students experience both debate and individual events. With regards to debate, "experiencing" it often is limited in the face of proliferating alternative organizations and formats. Frequently programs that actually offer a range of competitive alternatives maintain an official or unofficial distinction between them, with students selecting either debate or individual events. This specialization limits the training students receive in areas not available to them. The problem magnifies when students from these programs enter graduate schools as assistant coaches. Their specialization logically extends to their coaching experience. Few programs, for example, would want a highly talented and knowledgeable interpretation student as a CEDA coach. When these students pursue forensic positions, they bring with them a limited framework of experiences that they will use to guide them as professional educators. This is not to say that specialization always results in poorly trained students. A number of programs do a fine job of supplementing the limitations of specialized competitive experiences with valuable classroom training. But as Hassencahl (1993) has noted, few institutions offer non-competitive training in forensic education.

Bartanen (1996) articulates the bottom line to these concerns regarding training of tomorrow's forensic educators when he observes, "this does not bode well for the long-term health of the activity at

either the high school or college level" (p. 7). Today's forensic professionals must take note of the status quo. Pedagogy must become a primary concern when looking ahead to the future of forensic education. The transition from competing to educating is an important one that appears to be largely taken for granted in today's forensic circles. A defined curriculum for tomorrow's forensic educator highlighted by a capstone experience in a directing forensics course provides one solution to this crisis.

A Curriculum for Forensic Education

Larry Schnoor, in his keynote adddress to the 1995 Pi Kappa Delta Professional Developmental Conference, urged the following:

> We must believe that forensics is an educational laboratory experience for the understanding, appreciation of and gaining skills in the art and craft of oral communication. As we approach the turn of the century, it is time that we take stock of just what we are about--what has been said about forensics--what do we need to consider for the millennium ahead (1995, p. 2).

The academic foundation with which forensic educators enter the profession is an excellent starting point for this assessment.

The Degree Program for the Future Forensic Educator

The National Developmental Conference on Forensics held at Sedalia outlined recommended qualifications for directors of college and university forensic programs. Minimally, the conference recommended a master's degree with at least one degree in speech communication, formal instruction in argumentation, participation in forensic events, and a course in directing forensics. The preferred qualifications include a doctorate in speech communication and supervised experience with directing a forensic program (McBath, 1975). Hunt (1993) highlighted inexperience and poor training as contributing factors to "burn out" of CEDA debate educators, arguing that many of today's forensic educators do not meet these recommended qualifications. He concludes, "without this background, being a competent professional director of debate, debate coach, and debate critic is most difficult. The person doing the job will recognize this and be frustrated" (p. 170).

It has already been argued that forensic programs should be housed within the speech communication discipline. It stands to reason, then, that forensic students looking to forensic education as a career should have formal speech training. While one can not overstate the importance of speech

training, it is important that forensic educators have a grounding in the liberal arts. Most colleges and universities mandate at least minimal exposure to liberal arts ideals, such as philosophy, history, literature and theatre. Mentors of future forensic educators should emphasize the connectedness between these courses and forensic training. The interdisciplinary nature of forensics that has already been alluded to is an important characteristic of our activity. Forensic educators should reinforce in their students the importance of being well-rounded educationally. Rationale for such a curriculum can be as practical as furthering success in events by using what is learned in liberal arts courses, and as theoretical as understanding the philosophical foundations of what individuals know and experience.

Beyond the liberal arts ideals that are important to a forensic educator's curriculum, s/he must also have as a primary element of their degree program study in speech communication. Forensic students looking to become forensic educators are best served by a degree program including the following courses: persuasion, argumentation, classical and/or modern rhetorical theory, small group communication, interpersonal communication, public speaking, oral interpretation, and directing forensics. Other valuable but not essential courses include organizational communication, public relations/journalism, conflict resolution, and freedom of speech.

Persuasion and argumentation introduce students to principles of logic and reasoning. Beyond showing them what an argument is, students experience dialogic dimensions of argument. Theories of reasoning, combined with the importance of audience analysis and adaptation are important concepts for forensic educators to understand. Rhetorical theory offers insight into language and the role that it plays in communication--both in and out of the forensics arena. Students learn the traditions that have shaped our discipline, as well as models for effectively communicating messages. Small group and interpersonal communication teach the dynamics of interacting with others. The one constant about forensic programs is that diverse personalities will come together and be forced to co-exist despite inevitable conflict. Learning ways to interact more effectively both one-on-one as well as in the small group greatly benefits the forensic educator. Public speaking and oral interpretation provide insights into effective means of orally communicating ideas. With so much of forensic activities being about

effective invention and elocution, the importance of performance courses seems obvious.

More "peripheral" courses for the forensic education degree program are those that provide a more in-depth examination of skills and concepts central to administering, coaching, and teaching forensics. Even in the forensic programs that I look back to with the fondest of memories, I remember conflict. Understanding the nature of conflict and steps toward its resolution is an important part of facilitating a cohesive program. Study in organizational communication provides the future educator with a knowledge base from which s/he can understand the inner-workings of the institution that houses the forensic program. Exposing concepts ranging from management styles to communication networks will give tremendous advantages to the forensic teacher. I often tell my students that the most proficient public relations practitioner on a college campus is the forensic coach. Training in public relations or journalism is invaluable in recruiting, fundraising, and publicity efforts. Freedom of speech courses focus in on what is, or ought to be, central to what we teach in forensics–the importance of free thought and free expression. Likewise, the potential forensic educator must understand notions of appropriateness, prior restraint, and liability as they coordinate an activity that invites a range of communicated ideas.

The Directing Forensics Course

While each of these courses is invaluable to the overall training of a forensic educator, the capstone experience in the degree program must be the directing forensics course. Although each of the speech courses listed herein benefit the forensic educator in their unique ways, the directing forensics course provides the context for an application of learned skills and theories to forensic education.

Bartanen (1996) prefaces his textbook on directing forensics as follows:

> Individuals who teach and coach forensics must be dedicated, "jack-of-all trade" teachers. They must understand the many kinds of events that make up forensics activity, know how to motivate student competitors, and be able to adapt teaching strategies to the special circumstances of contest speaking. Ironically, no special certification is required for forensics teachers and coaches; indeed few classes are available from which to learn the necessary skills. Although no single class can cover all contigencies a teacher is likely to encounter given the breadth of program philosophies and activities, many schools do offer a course for new and prospective forensics teachers (p. xiii).

This statement highlights the problem of teaching students to direct forensics. With an activity so diverse, addressing all of the issues relevant to a forensic educator within one college course can be challenging. The ideal directing forensics course, aside from integrating the knowledge gained in other coursework, (1) provides activities that reflect the integral dimensions of directing a forensic program, (2) allows for interaction regarding concerns of the students in the course, as well as the choices that face them as forensic educators, and (3) culminates in the student understanding the importance of having a philosophy of forensics and being able to communicate that vision. Much of what is outlined herein regarding the directing forensics course is taken from SPCH 313--Directing Forensics, a course offering at McNeese State University. (See addendum one for the SPCH 313 syllabus and daily schedule.)

The directing forensics course--activities

Activities in the directing forensics course should apply the skills and knowledge necessary to carry out the functions central for forensic administration. These functions range from budget administration to judging at tournaments.

Perhaps the most valuable project assigned in SPCH 313 is the budget preparation project. No responsibility of a forensic educator defines his/her philosophy of the activity than administering a budget. Every budget choice defines the nature of a program. In this project, students receive a budget that they must allocate for an entire academic year. Specific stipulations in the assignment include:

1. equipment the team owns,
2. dues for all forensics organizations the team can potentially join,
3. a location in an urban area (to facilitate travel arrangements),
4. a budget based on student enrollment, along with enrollment figures for the previous two years, and
5. a possibility of raising only $2,000.00 beyond the allocated budget.

Beyond these limitations, students receive maximum freedom in determining the size of their team,

events in which they compete, organizations they join, and all other logistics necessary to administer a program. Many students told me this was the most difficult assignment of the semester, largely because of the choices they had to make. One student told me that she approached the assignment assuming she was dealing with real people, which made it difficult for her to make necessary choices about tournament travel and inclusion/exclusion.

The coach/competitor assignment provides an opportunity for students who have forensics experience to coach their peers who are new to forensics. Inevitably, some students in the course have not competed or even seen a forensic tournament. Likewise, students who have competed in forensics may lack experience with coaching and mentoring less experienced students. The assignment requires inexperienced students to select an individual event of their choice. I then match experienced and inexperienced students according to events selected. The students attend a tournament, with the student coach taking primary responsibility for all preparation of their "coachee." The activity accomplishes two goals. First, experienced students coach newe students. Second, future educators have at least minimal exposure to the competitive forensics arena, allowing them to more easily identify with their future students.

The ballot writing project is best when it can take place in an actual tournament. Regardless of the context in which it is completed, this project requires students to judge a round of competition, including writing ballots, ranking, and rating all contestants. After submitting ballots for grading, students discuss their decisions (assuming the assignment does not take place at a tournament), comparing their perceptions with those of their colleagues. Judging as a forensic educator's responsibility often gets overlooked. The educating of students should extend beyond one's own program. This project helps students to approach judging as educating.

An additional major activity for SPCH 313 students is the tournament hosting project. While not all program directors will host or administer tournaments, it is a potential responsibility for all forensic educators. Beyond the actual hosting of tournaments, understanding the intracies of tournament hosting helps educators orient their students to the tournament atmosphere. Like the budget

preparation activity, this project stipulates several things:

1. hypothetical tournament entries from 30 schools,
2. fees to be charged,
3. trophy expenses and judging stipends,
4. no more than six individuals per individual event sections and flighting of Lincoln-Douglas debate rounds, and
5. forms to be used for scheduling and tabulating.

Groups are assigned, within which individuals are selected to positions. The group selects their tournament director and committee chairs. The final project must include welcome packets, schedules for debate and individual events, tournament staffing schedules, tabulation sheets, all other necessary letters (judging confirmations, letters to campus security, etc.), and a tournament budget that outlines all tournament expenses, income, and ultimate profit.

The directing forensics course--interaction

This course is best taught in a seminar format, wherein students and the instructor discuss principles, concerns, choices, and perspectives. The daily schedule outlines topics for discussion, as well as readings relevant to that day's issues. Students in the course made use of two resources, Bartanen's Teaching and Directing Forensics (1996) along with a collection of papers and articles dealing with a variety of forensic issues. (See addendum two for the SPCH 313 supplemental reading list.)

Typical class sessions include discussion questions stemming from reading questions, student reactions to readings, and applications of the material to real and hypothetical forensic contexts. The variety of students' experience levels limits this aspect of the course. It is problematic when experienced students communicate their concerns and reactions from a frame of reference different from other class members. Ideally, prerequisites for the course can include previous forensics experience (even a semester of forensics practicum). Such requirements also highlight the capstone nature of the course. Realistically, in this age of budget constraints many institutions place minimum

enrollment burdens on courses. I know at McNeese we are not likely to have the required ten students if all enrollees are required to bring forensics experience with them to the course. Out-of-class sessions for students with forensic experience can compensate for this limitation. Another option is to have days during which only less experienced students attend class to ask questions and discuss issues. Regardless of the strategy, one must recognize the impact that differences in experience can have on the atmosphere and productivity of the course.

Specific activities designed to supplement this interaction include resource reviews and a research project. Each assignments requires students to acquaint themselves with forensic scholarship. The resource reviews provide students with the opportunity to critique scholarship, while the research project allows the future educator to explore an issue in which s/he has a particular interest.

The directing forensics course--a philosophy of forensics

The shaping of a philosophy of forensic education is the most important goal of the directing forensics course. The divesity of our activity, as well as uniqueness of each student in the course makes this project both essential and exciting. As the final examination for SPCH 313, students write and present their philosophy of forensic education. Stipulations of the assignment include:

1. must be written in first person,
2. must indicate at what level the student is writing the statement (high school or college), and
3. must address issues including the role the student sees forensics playing in his/her department, the student's perspective on competition vs. education, decisions that would shape his/her tournament schedule, competitive choices of the program, the style of leadership s/he would bring to the program, the role of service events and non-tournament activities, the inclusiveness or exclusiveness of the program, student autonomy in their competitive choices, perspective on judging responsibilities, and the program's attitude toward diversity.

What ought to be clear to students at the end of the course is the importance of making choices that are reflective of the forensic professional's own philosophy. While these are difficult choices, discussing them within the course helps shape the student as s/he enters the ranks of forensic education.

One student who brought extensive forensics experience with her to SPCH 313 recommended that the philosophy assignment be made at the beginning of the course. As we discussed this suggestion, I shared two concerns. First, if the course fulfills its goal, students are better able to communicate their philosophies at the end of the semester. Second, students who lack forensics experience are ill-equipped to shape a philosophy until they have been exposed to the course material.

This project allows the student to apply each of the issues discussed throughout the semester. Further, it allows them to reflect on projects throughout the semester, assembling each of them into a final statement that they can share with potential employers and students.

The Importance of Forensics Experience

While the curriculum outlined above is essential for preparation to teach forensic activities, it does not replace actual experience. All future forensic educators should seek opportunities to compete in the events they might one day coach and teach. The abllity to identify with students who experience the broadest range of positive and negative experiences in forensic competition is invaluable.

It would not be accurate to say that only individuals who have experienced events are able to coach and teach them. Some of the most successful and competent forensic educators I know have little if any competitive experience in the events in which their students enjoy great success. Nonetheless, having competed in an event provides an individual with the experience of preparing for competition, receiving feedback specific to the event, and observing first-hand the event being performed by others.

Conclusion

The curriculum proposed herein is the ideal training for tomorrow's forensic educator. Clearly not all forensic educators will have the courses suggested, or experience a directing forensics course with the projects and experiences outlined in this paper. At minimum, however, tomorrow's forensic

educators need formal training that orients the professional to the responsibilities central to forensic education. Hanson (1990) observes that "projecting the story of forensics in the world of tomorrow is obviously only a guess" (p. 14). He cautions us, however, as to the dangers of not having well-trained individuals teaching and administering forensic programs of the future:

> If the forensic community is left in the hands of those who are only informally trained, the activity which is at the heart of it all may readily die on the vine. Forensic programs of tomorrow will need program administrators [coach/judge] that are well-prepared and not just well-intentioned. The forensic educators will need a clear sense of mission, and the tools that it takes to accomplish the mission (p. 15).

We are experiencing a crisis in forensic education. With challenges to our activity ranging from growing fragmentation to mounting economic pressures, we can ill-afford to place our programs in the hands of poorly trained educators. To do so is not fair to our institutions, to the educators faced with making choices they are not prepared to make, nor to the students who are directly impacted by the abilities of their teachers. Most importantly, it is not fair, nor is it healthy for our activity. Forensics will not survive without qualified, conscientious, well-trained professionals who are capable of training individuals to follow in their footsteps. It is paramount that we train generations of forensic educators who are able to make the transition from competing to educating.

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Addendum One

SPCH 313 Syllabus and Daily Schedule

SPCH 313--Debating and Directing Forensics
Spring 1995

Instructor
Scott Jensen, Assistant Professor and Director of Forensics
102A Shearman Fine Arts, 475-5046
Hours: TR 9:30-10:30, W 10:00-11:00, and by appointment

Course Description
This course is designed to introduce students to critical issues relevant to forensics education. The course provides a forum in which diverse views are discussed and the forensics profession is defined. An emphasis will be on the reading and discussing of contemporary forensics scholarship, application of teaching methods and responsibilities, and, ultimately, the students' formation of a philosophy of directing forensics.

Text and Supplemental Readings
Bartanen, M. D. (1994). Teaching and Directing Forensics. Scottsdale, AZ: Gorsuch Scarisbrick.
A number of supplemental readings will be distributed throughout the semester.

Assignments
Assignments throughout the semester will focus on applications of a forensics director's responsibilities, as well as general issues critical to the forensics discipline. Specific assignments, to be described in greater detail as assigned, are as follows:

Resource Reviews-Students will select and review two resources relevant to any facet of forensics, such as texts, journal articles, handbooks, or computer software.
Coach/Competitor-Students will compete (if not presently competing) or coach a fellow student in any forensics event. The competitors will enter the Louisiana Intercollegiate Forensics Association Tournament in March.
Budget Preparation-Students will be given a tournament calendar, squad demographics, and a budget. A travel and events schedule with an accompanying budget will be developed.
Tournament Hosting Project-Students will assemble a welcome booklet, individual event and debate schedules, and other accompanying materials for a mock tournament.
Ballot Writing-Students will view and evaluate performances by writing ballots. Performances will be video-tapes.
Research Project/Presentation-Students will prepare a major research paper on any issue relevant to any facet of the forensics discipline. Accompanying the research paper will be a major presentation highlighting the written portion of the project.
Philosophy of Forensics-The student will fashion a written philosophy of forensics. This statement will define how the student defines him/herself as a forensics (prospective) professional.

Grading
All assignments will be given a point value. All points earned throughout the semester will be divided by the points possible, arriving at a percentage. The grading percentage scale is:
100 - 90% = A
89 - 80% = B
79 - 70% = C
69 - 60% = D

In addition to specific assignments, attendance and participation will be ten percent of the final course grade. This is explained further below.

Attendance, Participation, and Late Work
Class attendance is not required. However, attendance and participation are both critical to each student's success in the course. Material is presented in a seminar fashion, making discussion critical. Ten percent of the course points possible will be added to that total as a participation grade. Attending regularly, answering questions, and contributing to discussions are the expectations for this ten percent.

Late work will, in most cases, be accepted. ALWAYS, if late for an excused reason, assignments will be accepted and graded at full value. If late for an unexcused reason, assignments will be graded at a 20% (two letter grade) penalty. An excused reason includes (1) written documentation, and (2) one of the following situations: illness, death in a family, representing the university in an official capacity. While other situations will be considered, a heavy presumption lies against reasons not outlined herein.

Resources
Students will be exposed to a number of viewpoints on a variety of issues. Further, students will be encouraged to explore issues interesting to them. While the McNeese and surrounding libraries will be helpful, students are also invited to make use of the instructor's personal library. HOWEVER, any item not returned by the assigned due date will result in the student's final course grade being withheld until the item's return.

Academic Dishonesty
Any and all forms of academic dishonesty will result in a student being given a "0" for the assignment in question and reported to the Dean of the College of Liberal Arts. Academic dishonesty includes but is not limited to plagiarism and turning in work completed by another person. Any questions should be directed to the instructor.

The Americans With Disabilities Act
Students with impaired sensory, manual, or speaking skills are encourged and have the responsibility to contact the instructor, in a timely fashion, regarding reasonable accomodation needs.

SPCH 313-Debating and Directing Forensics
Daily Schedule
Spring 1995

T	1/17	Orientation and Course Introduction
R	1/19	The Face of Forensics: Past and Present R: Chapters 1-2, 8, Burnett & Danielson, Jensen, Swanson Assign Coaching/Competing Project
T	1/24	The Face of Forensics: Past and Present (continued) Assign Resource Reviews Assign Research Project
R	1/26	The Laboratory Metaphor R: Herbeck, Swanson, Aden, NFJ Journal
T	1/31	Teaching Individual Events R: Chapter 5, Koeppel & Morman, Gernant, McMillan & Todd-Mancillas, Hunt
R	2/2	Teaching Individual Events (continued)
T	2/7	NO CLASS--UNIVERSITY OF MISSOURI-KANSAS CITY DEBATE TOURNAMENT
R	2/9	Teaching Debate R: Chapter 6, Cox & Jensen, Jones, Murphy, Rogers, Steinfatt, Wood & Rowland-Morin
T	2/14	Teaching Debate (continued)
R	2/16	Coaching Meetings--No Official Class
T	2/21	Program Choices R: PKD Proceedings, Derryberry, Simerly & McGee, Littlefield, Dittus & Davies Resource Review #1 DUE
R	2/23	Program Choices (continued) Assign Budget Preparation
T	2/28	NO CLASS--MARDI GRAS HOLIDAY ("Hey Mister, ...")
R	3/2	Tournaments: Travelling, Competing, and Judging R: Chapter 3, Smith, Jones, Trimble, Hanson
T	3/7	The Tournament Experience (continued)
R	3/9	Coaching Meetings--No Official Class
F	3/10	Leave for LIFA State Tournament in Monroe, LA
S	3/12	Return from LIFA State Tournament

T 3/14 Tournaments: Hosting
R: Preston, Littlefield & Sellnow,
R 3/16 Tournaments: Hosting (continued)
Assign Tournament Hosting Project
Assign Ballot Writing Project
Budget Preparation DUE

T 3/21 In-Class Completion, Ballot Writing Project
R 3/23 NO CLASS-PI KAPPA DELTA NATIONAL TOURNAMENT/CONVENTION

T 3/28 Cultural and Gender Issues in Forensics
R: PKD Proceedings, Loge, Bruschke & Johnson
Resource Review #2 DUE
R 3/30 NO CLASS-CROSS EXAMINATION DEBATE ASSOCIATION NATIONAL TOURNAMENT

T 4/4 NO CLASS-CROSS EXAMINATION DEBATE ASSOCIATION NATIONAL TOURNAMENT
R 4/6 NO CLASS-AMERICAN FORENSICS ASSOCIATION NATIONAL INDIVIDUAL EVENTS TOURNAMENT

T 4/11 NO CLASS-AMERICAN FORENSICS ASSOCIATION NATIONAL INDIVIDUAL EVENTS TOURNAMENT
Tournament Hosting Project DUE
R 4/13 NO CLASS-SPRING BREAK

T 4/18 NO CLASS-SPRING BREAK
R 4/20 Roles of the Forensics Professional
R: Chapter 4, PKD Proceedings, Rhodes, Carver, Littlefield, Littlefield

T 4/25 Ethics and Liability
R: Chapter 9, PKD Proceedings, Gill, Porter & Sommers, Endres, Green, Reynolds
Research Project (Written Portion) DUE
R 4/27 Ethics and Liability (continued)
Assign Philosophy of Forensics Paper/Presentation

T 5/2 Presentations
R 5/4 Presentations

T 5/9 FINALS--Philosophy of Forensics Presentations
10:15-12:15

Addendum Two

SPCH 313 Supplemental Reading List

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